

Archbishop Hutton's V.C. Primary School

P.S.H.E and RSE Policy



Date approved:

Next Review: June 2022

Signed: _____ M. Jackson (Chair of Governors) **Date:**

Signed: _____ S. Pugh (Headteacher) **Date:**

Our Vision for Archbishop Hutton's VC Primary School is:

By promoting the traditional values of respectful behaviour, responsibility and forgiveness, we prepare our children for life in a global, multi-faith society.

By supporting all children to become independent thinkers and confident learners, we encourage curiosity, ambition and individuality.

By providing focused, engaging and inclusive teaching we equip the children to lead their own learning in a supportive and challenging environment.

Jesus says in Matthew that ‘a tree is known by its fruit.’ As a school we are known by the children that we nurture. Through actively promoting children’s spiritual, moral, social and cultural development with a strong focus on Christian values, our mission is:

To create responsible citizens who:

- are polite, considerate and respect others
- work and play co-operatively and positively with others
- communicate effectively for a range of purposes, sharing ideas and listening to the ideas and opinions of others
- are aware of diversity, show tolerance and understanding
- understand local and global issues, and the part they can play in affecting change

To create successful learners who:

- are motivated by the adventure of learning
- achieve all they are capable of, making consistent progress
- enjoy thinking creatively, solving problems and using their enquiring minds
- participate actively in a variety of learning experiences
- respond to challenge - demonstrating perseverance, resilience and commitment

To create confident individuals who:

- have a sense of self-worth and personal identity
- are responsible, courageous and independent
- have a good understanding of personal well-being
- have secure values and beliefs based on sound moral principles
- are developing a spiritual awareness and an understanding of their place in the world
- are equipped for the challenges that face them in the future.

PSHE and RSE at Archbishop Hutton’s School

Rationale

Personal, social and health education helps to give pupils the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active, responsible citizens. At Archbishop Hutton’s Primary School we feel that it is our responsibility to promote the personal and social development of all our pupils in a systematic way. We will do this through the teaching of PSHE.

Aims

- To promote healthy attitudes towards life both physically and emotionally.
- To provide knowledge to help children understand their own and others’ rights in the wider political world.
- To provide children with opportunities to develop an awareness of being a good citizen as part of a larger community.
- To involve staff, children, parents and governors in promoting this policy.

Objectives

- To provide opportunities for children to develop confidence and responsibilities enabling them to make the most of their abilities.

- To prepare children to play an active role as citizens in a democratic society.
- To help children develop healthy and safe lifestyles and understand how to help keep others safe and make decisions when faced with choices.
- To aid the development of good relationships and teach children to respect the differences between people.
- To ensure staff are provided with training on up to date initiatives in school

Personal and Social Education is taking place all the time in school. It is reflected in the ethos of the school, the nature of relationships with, and between staff, the displays in school and the outside environment of the school. The staff also teach PSHE in class, groups and support groups when necessary. It is taught in the following ways:

- In the classroom as a discrete subject
- In the classroom as part of the broader curriculum
- In assemblies
- On school visits and residentials
- By visitors to school
- Through curriculum enrichment. For example, raising money for charity or taking part in local community ventures

Teaching and Learning

Class teachers are responsible for the teaching of PSHE throughout the school using discrete lessons and other curriculum links. Archbishop Hutton's Primary School follows a PSHE scheme of work based on that promoted by the PSHE Association. Our scheme of work is a two-year rolling programme that best meets the needs of mixed age classes.

In the Early Years Foundation Stage, our early learning goals involve the children learning about keeping safe and secure, developing an understanding of what is right and wrong and why, as well as beginning to consider the consequences of their own actions. They also begin to recognise the importance of keeping healthy and those things that can contribute to this.

In planning the curriculum, teachers at Archbishop Hutton's Primary School provide:

- a classroom climate that encourages a high level of interest for all children
- opportunities for personal growth outside the classroom through responsibility, extra-curricular activities and educational visits
- opportunities for personal, social and health development through individual and group work, discussion and role-play
- involvement in a range of problem-solving activities
- preparation and presentation of tasks for different audiences
- positive self-assessment
- positive marking, with oral or written comments
- active participation in the community served by the school

Teaching and Learning across the Curriculum

PSHE can be taught across the curriculum through a variety of subjects. The following curricular links show where some of the PSHE objectives can be taught, however effective provision of PSHE needs to include discrete teaching in order to ensure full coverage of the framework at Key Stages 1 and 2.

- English – skills in enquiry and communication, the use of stories illustrating aspects of PSHE.
- Mathematics – aspects of financial capability, counting and sharing
- Science – drugs (including medicines), sex, health, safety and the environment
- Religious Education – religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships
- Physical Education – teaching and learning about health and safety, development of personal and social skills through team and individual activities, promotion of healthy lifestyles and the importance of exercise
- Geography – topical issues concerning the environment, study of own locality and the wider world, including less economically developed countries
- History – looking at reasons behind historical events, changes and diversity within society, significant people, events, ideas and experiences of people from the past
- Computing – communicating with others.
- Design and Technology – health and safety, healthy eating, use of technology, realising the needs of people through designs.
- Art and Design – reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures
- Music – making the most of abilities in playing and singing, cultural diversity, expression

Relationship and Sex Education (RSE) - Relationships and Sex Education

Since the then-Right Honourable Justine Greening, Secretary of State for Education, announced, on March 1st 2017, that it was her intention to make Relationships Education statutory in Primary schools from September 2019, the DfE has made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. The key decisions on these subjects have been informed by an engagement process, including a public call for evidence that received over 23,000 responses from parents, young people, schools and experts and a public consultation where over 40,000 people contacted the Department for Education. Many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. The DfE encourages schools to continue to do so, if this is right for them, and build on established, high quality programmes.

What does the new Relationships Education cover?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'.

The new guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010. The Sex Education Forum define Relationships and Sex Education (RSE) as learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

What is the purpose of Relationships Education in our school?

We believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and to explore personal identity.

It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe.

What are the aims and objectives of our Relationships Education programme?

We aim to enable children to learn:

- that physical and emotional growth is common to all of us
- to accept and respect themselves
- to have knowledge and understanding of the physical development of males and females
- to introduce children to the correct names for all parts of the body
- to prepare children for puberty
- to develop self-confidence and self-esteem, and make informed choices regarding personal and social issues

Our aim is to provide children at Archbishop Hutton's with information which is clear and appropriate to pupils' age and maturity.

What are our intended outcomes for Relationships Education?

We would like for all children at the end of their journey at Archbishop Hutton's VC Primary School to:

- Be emotionally healthy, with development of self-worth, self-being and empathic insights to others
- Be Socially, morally and culturally healthy with a well-developed code of conduct and values based on Christian principles
- Be Sexually healthy, understanding their own sexuality, the need for self-care and why they should have respect and responsibility for the wellbeing of others
- Be able to understand how to make informed decisions about appropriate ways of living

- Have a positive and secure personal identity and sense of their own value
- Display attitudes of respect and concern for others showing an acceptance of those who differ, yet challenging those behaviours and attitudes which exploit others
- Be able to display a sense of reconciliation and forgiveness

Appropriate Learning

We ensure our teaching is age and developmentally appropriate by getting to know the children in our school well - using professional staff dialogue to discuss needs and abilities of class groups and individual children, promoting two-way conversation with parents and carers about their child(ren) and through regular assessment of children using 'I can' statements to monitor pupil progress in PSHE.

Statutory Guidance on Relationships Education – What will be taught in lessons

Families and people who care for me:

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships:
- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships:

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being safe:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources

What are the aims and objectives of our Health Education programme?

Intent and implementation:

Our programme aims to ensure that every child knows how to develop and maintain a healthy lifestyle through regular exercise and a balanced diet. We want all children to have a good understanding of puberty to prepare them as well as possible for future physical and emotional changes. We want to promote informed decision making, with the opportunity to explore risk taking when discussing health education topics such as drugs and alcohol.

At Archbishop Hutton's, we are passionate about mental health and we are committed to helping children nurture and care for their own well-being. Ultimately, we want to give children the skills and knowledge to live safe, physically and mentally healthy lives.

What are our intended outcomes for Health Education?

We would like for all children at the end of their journey at Archbishop Hutton's VC Primary School to be:

- Physically healthy, with regular access to a range of health promoting physical activities plus quality medical care
- Spiritually healthy, with opportunities to be nurtured in the Christian faith and to respect those of a different faith or no faith position
- Mentally healthy with support and enriching stimuli whilst developing a balance of intellectual and practical activity with quiet reflection
- Able to understand how to look after their bodies

Statutory guidance on PHYSICAL HEALTH AND MENTAL WELLBEING: - What will be taught in lessons

Mental wellbeing:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms:

- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention:

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- The facts and science relating to immunisation and vaccination

Basic first aid:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle

Assessment, Recording, Reporting

Archbishop Hutton's Primary School is determined to make the curriculum as relevant to the children's needs as possible. To this end ongoing assessments will be made through observation of children and their work, by talking to and discussion between pupils. A statement as to the personal and social development of each pupil will be made in the end of the year record of achievement and will be reported to parents

Equality of Opportunity

PSHE includes the study of culture, ethnic diversity, physical differences and difference of experience. Through such study children can acquire understanding of and respect for other people and their values. Pupils should learn that the questioning of assumptions, the rebuttal of stereotyping and an openness to change are valuable qualities. The nature of PSHE lends itself to study by children with a range of different abilities. Children can work on the same content at different rates and levels. Staff also follow the whole school equal opportunities policy, ensuring every child in school is offered rich and balanced opportunities.

Parents and the Local Community

At Archbishop Hutton's Primary School, we aim for PSHE to complement the personal and social development of children provided in the home and the local community. Parents are encouraged to become involved in the life of the school. We encourage parent helpers in school and value parent's involvement. Parents are kept fully informed of the school's policy for sex and relationships education and we aim to keep parents and guardians involved in school life. Archbishop Hutton's Primary School values

the contributions of the community and outside agencies to the personal, social and health development of its children through active involvement in the life and philosophy of the school. We invite a wide range of representatives to talk to the children, including the civic leaders, local businesses, Police, Fire Service, drug agencies, local religious and community-based figures.

Resources and Helping Agencies

In order to deliver this statutory part of our curriculum and to ensure your children get the very best teaching in these areas we have chosen to use an award-winning resource – 1decision.

1decision is part of Headway Education and has been kitemarked by the PSHE association – the effective governing body for the subject in the UK – as being a quality assured product.

The 1decision resources have been developed over the past seven years and each module has been created by PSHE and Safeguarding experts together with schools, and most importantly children, and provide resources to schools in 39 counties.

Examples of these resources can be found on the website: www.1decision.co.uk

As well as this resource, pupils will also have access to a range of resources including:

- visitors to school
- published materials
- online, visual and audio materials
- computers
- artefacts
- The school makes use of a variety of agencies and individuals as supporters, not replacements, of teachers to deliver the PSHE programme including: Community Police Officer, Road Safety Officers, Fire Officers

Policy Links

PSHE and RSE is linked closely to other cross-curricular policies, which can be consulted for more information, including:

- Anti-Bullying
- Behaviour
- Safeguarding and Child Protection
- Health and Safety
- Equal Opportunities

Monitoring and Review

The PSHE Subject Leader provides:

- advice, support and training to other members of staff
- monitors quality of teaching
- is responsible for evaluating and reviewing the scheme of work and provision for PSHE across the school

Stuart Pugh – PSHE Subject Leader